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ABSTRACT

This booklet provides an overview of key concepts of Strategic Enrollment Management (SEM), a comprehensive process designed to help institutions of higher education achieve and maintain the optimum student recruitment, retention, and graduation rates. "Optimum" here is defined within the academic context of the particular institution. Primary goals of SEM are: stabilizing enrollments, linking academic programs and SEM, stabilizing finances, optimizing resources, improving services, improving quality, improving access to information, reducing vulnerability to environmental forces, and evaluating strategies and tactics. Underlying factors in linking an institution's academic program and SEM are discussed including student choice, academic policies, balancing demand, serving students as clients, and optimizing teaching and learning. Following sections cover defining an institution's optimum enrollment and the economics of SEM. A section on organizational options emphasizes the connection between successful SEM and active leadership from executive officers of an institution. Institutional strategies are described for recruitment, prospects and yields, marketing, retention, intervention, information, and reengineering. Critical success factors are discussed: leadership, strategic planning, comprehensiveness, performance indicators, research, academic foundation, information technology, and evaluation. A final section contains information on Datatel, Inc., a software manufacturer in the SEM field. (JB)

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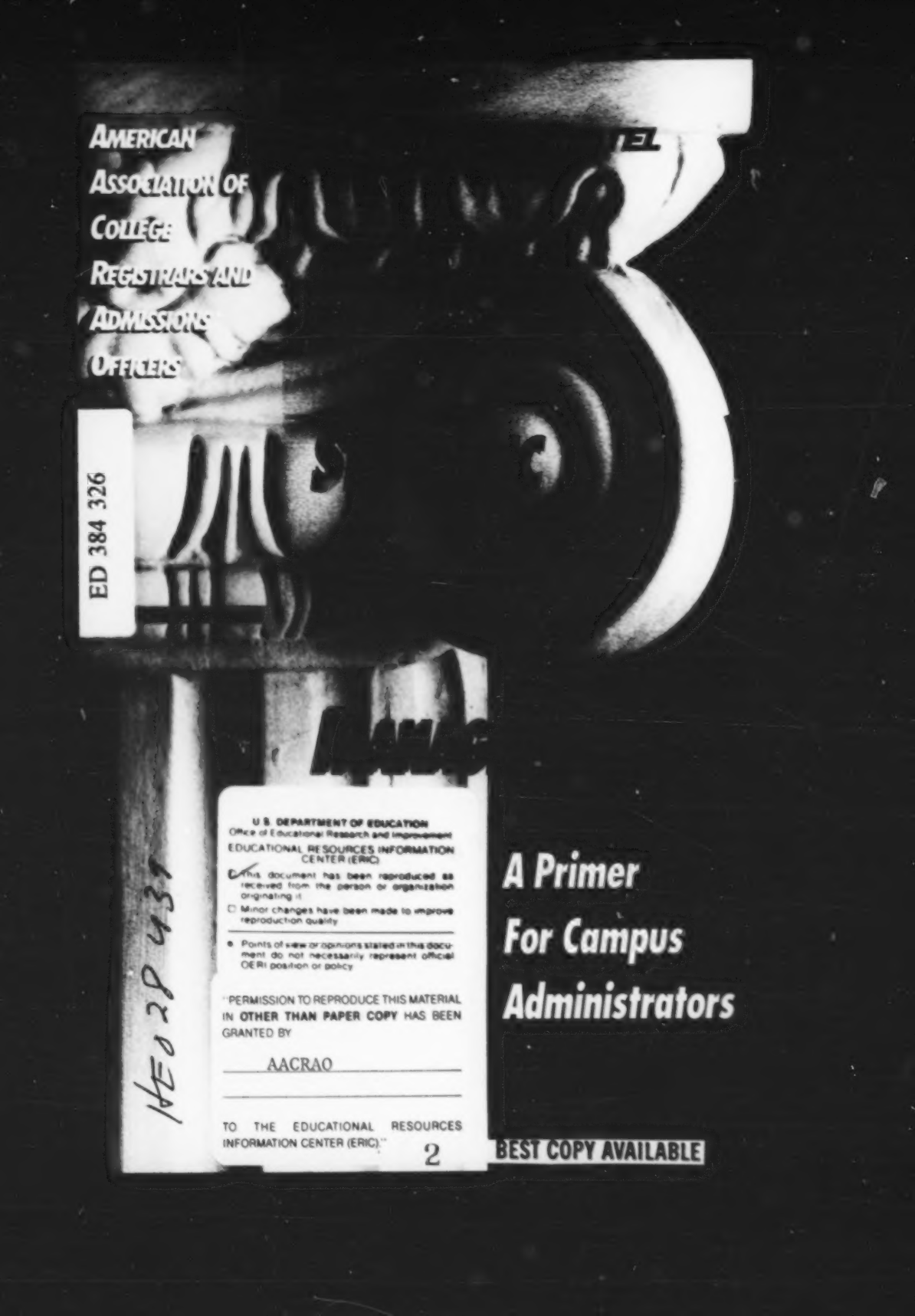

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A Primer For Campus Administrators

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AACRAO

The American Association of Collegiate Registrars and Admissions Officers (AACRAO), founded in 1910, is a nonprofit, voluntary professional education association of degree-granting postsecondary institutions, government agencies, higher education coordinating boards, private educational associations, and education-oriented businesses in the United States and abroad.

More than 8,400 professionals from over 2,300 higher education institutions comprise AACRAO's constituency. They provide the expertise and dedication in their respective fields that enable the Association to set standards of professional excellence and service to their communities; break new ground in integrating technology and education; promote higher education; and further the professional development of members working in admissions, enrollment management, financial aid, institutional research, records, and registration.

AACRAO has supported the development of strategic enrollment management since the late 1980's when Enrollment Management was added to the responsibilities of the vice president of Admissions and Financial Aid on AACRAO's Board of Directors. Since then, AACRAO has offered admissions and enrollment management sessions at its annual meeting ,and sponsored Strategic Enrollment Management Conferences. AACRAO has also encouraged the sharing of strategies for enhancing the size and quality of student bodies through effectively blending recruitment and retention among professionals in higher education, and published articles written by presenters and practitioners on this growing trend.

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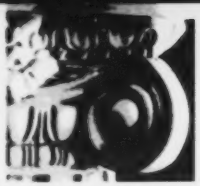

About the Author

Michael G. Dolence is the Strategic Planning Administrator at California State University, Los Angeles, and a consultant in strategic management. He is a leading presenter at AACRAO's annual Strategic Enrollment Conferences and a contributing author to professional publications.

AACRAO and SEM

Dear Colleagues,

Colleges and Universities are in the midst of a transformation. It is a transformation brought about by the dawning of the information age... an age where knowledge and information are the foundation of our economic infrastructure, our cultural evolution, our organizational paradigms, even our recreational endeavors. The information age also brings with it many challenges for institutions of higher learning. Challenges such as increased competition for students, increased demand for higher productivity, a scarcity of resources, a sharper focus on accountability, and an expectation of faster more personalized service.

The concept of Strategic Enrollment Management (SEM) emerged as a response to such challenges. It is an emerging concept continually shaped by discovery, honed by new information tools, adapted and refined to meet the challenges which continue to emerge.

AACRAO has played a leadership role in advancing the concepts of Strategic Enrollment Management. Since 1990 we have sponsored an annual SEM conference bringing together the national leaders in the field to deliberate over the theories, share insights and models, review cutting edge research, present case studies and discuss successes and failures. In addition, each year at our annual meeting we focus an entire track on SEM principles and practices.

As a leading organization of professionals dedicated to the effective management of enrollments we are compelled by our members and their campus colleagues to share the basics of SEM. We hope this primer is helpful in communicating the concepts of SEM and provides an opportunity for discussion of SEM at your institution.

Sincerely,

Jeffrey M. Tanner
President
AACRAO

Acknowledgments

The development of the Strategic Enrollment Management (SEM) effort within the American Association of Collegiate Registrars and Admissions Officers (AACRAO) has been a collaborative endeavor. AACRAO has played an essential role in the evolution of the SEM profession.

A number of individuals deserve special mention. Wayne E. Becraft, Executive Director of AACRAO; Gerald D. Bowker, AACRAO President 1990/91 and Dean of Admissions and Records, University of Tennessee-Knoxville; Charles W. McKinney, AACRAO President 1991/92 and Dean of Admissions and Registrar, University of California-Santa Barbara; Gary L. Smith, AACRAO President 1992/93 and Dean of Admissions and Registrar, University of Missouri-Columbia; and the Board of Directors during these three terms for their commitment and dedication to developing a strategic enrollment management program within AACRAO.

A debt of gratitude goes also to Stanley E. Henderson, AACRAO Vice President for Enrollment Management, Admissions and Financial Aid, and Director of Admissions and Orientation, Western Michigan University, for his foresight, insight, and exemplary leadership in steering the SEM effort. A heartfelt thank you to Jan Jantzen, Associate Vice President for Enrollment Services, Xavier University; Ernie Beals, Dean of Admissions and Enrollment Services, Georgia State University; and Wayne Sigler, Director of Admissions, University of Minnesota-Twin Cities, for their contributions to the profession, and for the energy and hard work they've put into presenting absolutely first-class SEM conferences and programs.

Michael G. Dolence

September 1993

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Why Write a Primer on SEM?

The reason is simple and straightforward. Institutions cannot increase productivity, service, quality, and competitiveness without a comprehensive strategy to manage their enrollments. For the strategy to be effective the principles must be understood and incorporated into activities throughout the institution. This primer was developed to help initiate the effort.

Strategic Enrollment Management: A Primer for Campus Administrators is designed to help campus faculty, staff and administrators who are developing and implementing a Strategic Enrollment Management (SEM) program understand the basic principles of SEM. It does not pretend to cover all of the aspects of SEM. Rather, it provides an overview of the key concepts of SEM.

What Is SEM?

Strategic Enrollment Management is a comprehensive process designed to help an institution achieve and maintain the optimum recruitment, retention, and graduation rates of students, where "optimum" is defined within the academic context of the institution. As such, SEM is an institution-wide process that embraces virtually every aspect of an institution's function and culture.

SEM's primary goals are to ...

- stabilize enrollments (stop declining enrollment, control growth, and smooth out fluctuations in enrollment)
- link academic programs and SEM (align the principles of SEM with those of the academic department)
- stabilize finances (eliminate deficits, pay off debts, and reinvest strategically)
- optimize resources (contain growth in the number of employees, and redirect and refocus employees)
- improve services (shorten response time, increase satisfaction, and reduce paperwork)
- improve quality (eliminate errors, and increase student quality ratings)
- improve access to information (put information systems online)
- reduce vulnerability to environmental forces (mitigate the negative impact of local and regional events, and expand the pool of qualified prospects)
- evaluate strategies and tactics (track what works, and change what doesn't)

SEM is not a quick fix. It is a deliberate process that requires approximately three years for full implementation and an information infrastructure to sustain it. It can be developed with existing resources in a variety of ways and can be supported through various organizational structures. SEM calls for new levels of trust and cooperation from those involved in different aspects of the process. Its success rests on sound, ongoing evaluation based on criteria established in the development phase of the program.

Linking the Academic Program and SEM— Underlying Factors

An institution's academic program is inexorably codependent on enrollment management. The quality of the academic program can only be developed and maintained in a stable enrollment environment, and stable enrollments are only possible through sound planning, development, and management of academic programs. The alignment of institutional academic policies with SEM goals and objectives is essential to successfully structuring the SEM process.

The Academic Program and Student Choice Drive SEM.

The curriculum and resultant degrees are higher education's principal product. It is, therefore, the curriculum, academic policy and the corresponding choices students make to attend, persist, or drop out that drive the planning, implementation and evaluation of an institution's recruitment and retention programs.

Optimizing Academic Policy.

Academic policy establishes the rules guiding students' progression through the curriculum toward their degree. Because it establishes the rules, academic policy is one of the most powerful tools of strategic enrollment management and must be aligned with both recruitment and retention strategies.

Balancing Demand.

Demands for programs vary. Many professional programs, such as nursing or engineering, experience cyclical levels of demand. Others, such as business, accounting, and pre-med, have stable or even increasing growth curves over time. SEM is extremely valuable during periods of very high demand because of its keen focus on optimizing enrollments and throughput. SEM helps institutions balance the effects of changing demand by adjusting geographic recruitment areas, establishing sustainable enrollment targets, and monitoring competition, thereby facilitating the health of academic departments.

Students as Clients.

Students have free choice. SEM recognizes students' freedom to choose their institutions and programs. It establishes a client relationship with students, their parents, and the recruitment/advising community. Recruiting and retaining strategies, developing and offering essential services, launching new program initiatives, and evaluating SEM are all based on decisions made from students' perspectives.

Optimizing Teaching and Learning.

SEM is not simply an administrative function. Creating the best learning and teaching environment is as important to the success of a strategic enrollment management program as good marketing. Achieving optimum teaching and learning environments means balancing a complex set of factors that include academic program development, academic infrastructure development, faculty development, faculty hiring, academic policy formulation and enforcement, recruitment policies and procedures, and retention policies and procedures.

Defining Optimum Enrollment

Optimum Enrollment is the benchmark enrollment figure that indicates revenues and expenditures are in balance. It is a number that falls between the maximum and minimum fiscal/physical capacity. The concept is multidimensional and includes, but is not limited to, the following components.

- *Optimum Headcount* refers to the institution's physical capacity; that is, classroom and laboratory instructional capacity, the number of housing beds, the number of parking spaces, food service seating, library study carrels, and so on.
- *Optimum Full Time Enrollment (FTE)* relates to productivity and resource issues. It is vital in calculating, for example, revenues, faculty-student ratios, class size, induced course loads, and faculty-demand cycles.
- *Optimum Segmentation* relates to the distribution of enrollment based on such distinctions as departments, colleges, and schools; undergraduate or graduate levels; or professional versus liberal arts and sciences.
- *Optimum Geographic Origin* relates to the geographic dispersion of the institution's service area. Generally, the more narrow the geographic service area, the more vulnerable the institution is to local factors, events, and phenomena.
- *Optimum Quality* refers to, for example, the academic ability of students; the skills, characteristics, and expertise of the faculty; or the appropriateness and condition of the academic infrastructure.

Optimum Enrollment is not a static number. It changes with capital improvements, fluctuations in productivity, implementing of instructional delivery alternatives, and a host of other factors. The first Optimum Enrollment benchmark must be built on a foundation of stable resources.

The SEM Enrollment Goal can be calculated by taking the difference between current enrollment and the optimum benchmark.

Optimum Enrollment - Current Enrollment = SEM Enrollment Goal

Achieving the SEM Enrollment Goal has significant fiscal implications.

The Economics of SEM

All members of the SEM team (see "SEM Organizational Options") must understand the economics of Strategic Enrollment Management.

Revenue is a vital component of SEM strategy building. The institution must first learn to live on a revenue diet (here implying restraint). The institution must determine its *Optimum Revenue*, defined as the sum of appropriations and tuition revenue. Public institutions can establish this rate through comparisons with other state systems. (Since it is usually established by lawmakers, probable revenue can be substituted for SEM purposes.) Independent institutions can determine their Optimum Revenue (a function of the tuition rate) by analyzing market forces, institutional expenditures, and financial aid demand and availability. Like Optimum Enrollment, Optimum Revenue is a benchmark that fluctuates and is probably impossible to calculate with absolute precision. An institution's Optimum Tuition rate may actually be lower or significantly higher than the tuition currently charged. To begin, an educated approximation will suffice. *Current Revenue* is then compared to Optimum Revenue. The difference becomes the *SEM Revenue Goal*.

Current Enrollment x Current Tuition = Current Revenue

Optimum Enrollment x Optimum Tuition = Optimum Revenue

Optimum Revenue - Current Revenue = SEM Revenue Goal

Another key economic concept of SEM is *Strategic Reinvestment*, a function of the SEM Revenue Goal rather than an absolute dollar figure. Strategic Reinvestment refers to reallocating resources saved from existing revenue streams, or allocating new revenues generated by SEM strategies to further the success of the SEM program. Setting institutional financial aid levels is an example of reinvestment (that is, setting financial aid levels as a function of revenue, not as a fixed number). The flexibility inherent in Strategic

Reinvestment provides extraordinary power in bringing in the class at or above numerical and quality expectations until optimum levels are reached. Such an approach eliminates missing valuable opportunities through misjudging yields on financial aid offerings, prematurely closing admissions because financial aid allocations are exhausted, and putting continuing students in competition with new students for limited financial aid resources.

Investments must be measured against their resulting performance. *Key Performance Indicators* are essential in aligning sound fiscal practices, reinvestment and SEM strategies. *Key Performance Indicators* , or KPIs are numbers an institution may use to measure its position against its competition, the success of its strategies and tactics, or its relative position with respect to past performance. Three examples of KPIs follow.

Recruitment KPIs	Retention KPIs	Operational KPIs
# of Prospects	# of Cohort Freshman	$ Revenues
# of Inquiries/Responses	# of Cohort Sophomores	$ Expenditures
# of Applications	# of Cohort Juniors	$ Gifts and Donations
# of Offers of Admission	# of Cohort Seniors	FTE Enrollment
# of Deposits	# of Dropouts	Headcount Enrollment
# of Freshman Enrollees	# on Probation	$ in Financial Aid

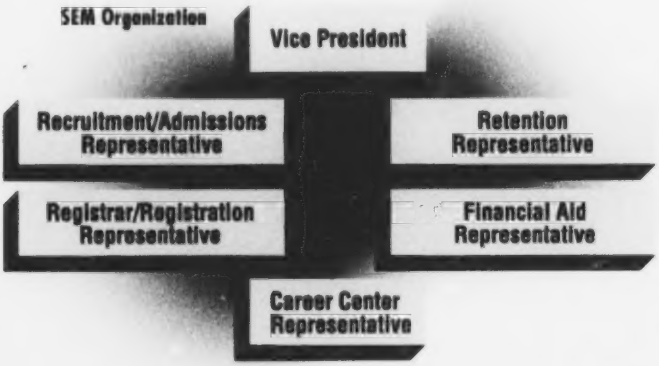
KPIs enable an institution to determine its effectiveness and efficiency, success or failure, growth or decline, as well as improvement or deterioration. Because they are essential, they form the basis for developing the SEM program, evolving recruitment and retention strategies and tactics, and evaluating the effectiveness of SEM efforts. By using KPIs, institutions can focus sharply on the most essential elements of success without becoming distracted or diverted.

Ideally, KPIs should be explicitly articulated and agreed upon during the design phase of the strategic enrollment management program. By anchoring the enrollment management efforts in Key Performance Indicators, everyone can understand the purpose of SEM efforts and the degree to which they are effective. The examples listed above are by no means complete. One institution may have as many as 30 KPIs in each of the above categories. Another may have other categories that fit its institutional structure, function and culture more closely. As you move through the *Primer*, you will see a number of appropriate examples of KPIs, particularly in "Prospects and Yield" and in the "Retention Classification System." The KPIs anchor the SEM process in essential elements of performance.

SEM Organizational Options

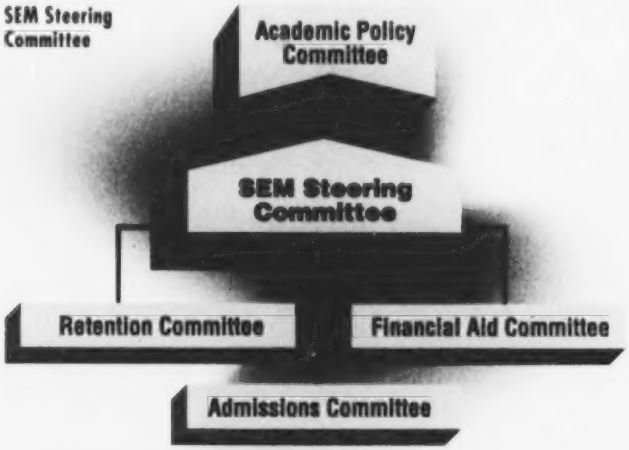
The probability of achieving success in Strategic Enrollment Management increases with active leadership from the executive officers of the institution (president and vice presidents) and the adoption of a formal SEM process.

The SEM Division is headed by an executive officer of the institution who reports directly to the president. The division can be constructed in a wide variety of ways. The typical division, pictured below, gives all SEM-related administrative functions one central focus. Policy, procedures, budgets and other essential components are more easily coordinated and developed in cooperation with academic affairs. A task force or steering committee is used in conjunction with the division to provide policy guidance and oversight.

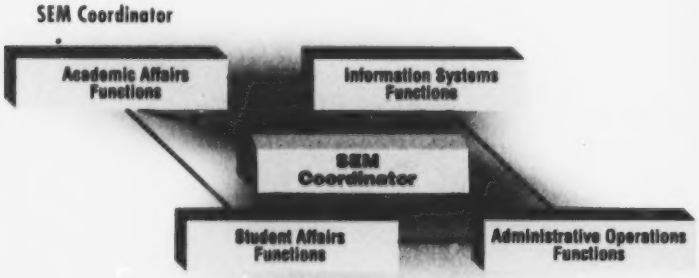


The SEM Task Force is usually a representative body of key individuals from academic affairs, student services, admissions, financial aid, the registrar's office, etc. who are charged with recommending a design for the SEM program and developing the first strategic enrollment management plan. On occasion, they remain in force to provide policy oversight and evaluation of the SEM program.

The SEM Steering Committee is a line committee within the institution's governmental structure. It is charged with policy oversight, evaluation, planning, and advising on strategies, goals and objectives of the SEM program. It convenes work groups to recommend and review policy, develop alternatives, facilitate cooperation and coordination, and advance the SEM program. It serves as the communication hub with the academic senate and other governmental bodies.



The SEM Coordinator, who may or may not have line responsibility for SEM functions, coordinates and integrates diverse enrollment management functions, services and strategies by improving communications, coordinating cooperative planning, and acting as liaison and often mediator. The position, often in place in the early stages of SEM program development, lets the institution focus more on the principles of SEM before a more structured approach is adopted.



Institutional SEM Strategies

Recruitment Strategies

Recruitment can be defined as the active process an institution undertakes to favorably influence a prospective student's decision to attend the institution. The recruitment phase begins with identifying prospects, that is, those students who are eligible to attend and may have some affinity for the institution. Recruitment ends and retention begins once the student enrolls.

The root of recruitment is the student's enrollment decision process which rests on two primary sets of variables, one centered around the student and the other around the institution.

- Student variables affecting the decision include the student's ability and interests, the student's socioeconomic background, the influence of key advisors, the student's aspirations and values, demographic characteristics and geographic considerations, the characteristics of the institution the student last attended, and finally the student's expectations of college.
- Institutional characteristics that enter into the enrollment decision process include academic program availability and orientation, price, location, reputation, sponsorship and control, and the condition of the physical plant.

The decision to enroll results from a student's analysis of these variables and results in a perceived alignment between student needs and priorities and institutional characteristics. The student-centered variables become the prospect search criteria, while the institution-centered variables become the focus of institutional development.

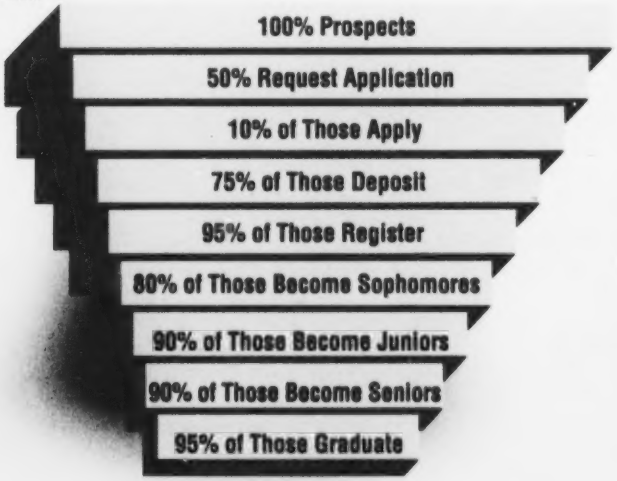
The most straightforward strategy to increase prospects is to simply buy more prospect names. An institution should expect its yields to decrease, however, unless it is extremely focused when it undertakes this strategy. Strategies to increase the quantity and quality of prospects go far beyond just buying more names. While purchased names are an essential part of any prospecting strategy, they may not be the source of highest yield. Prospects who come through referrals usually have a much higher yield rate, but building an active referral network requires both time and attention. An institution can target high school guidance counselors and faculty, alumni, and other significant groups such as churches or local unions. It can also focus on good press and public relations, a positive image in the community, and student participation in campus programs and activities (early entrance, special programs).

Prospects and Yield

Prospects are the number of potential clients in the marketplace. Yield is the percentage of those prospects who decide in favor of attending your institution at each stage of their enrollment decision process. The simple prospect/yield funnel diagrammed below is broken into two phases — recruitment and retention — and illustrates a hypothetical yield during each phase.

During the recruitment phase 100,000 prospects yield 50,000 requests for applications. The 50,000 requests for applications yield 5,000 applications, which in turn yield 3,750 depositors, who yield 3,563 registered students. Using this simple model, it is easy to see there are two ways to change enrollment: increase/decrease the number of prospects, or increase/decrease the yields. The funnel also indicates that during the retention phase 3,563 freshmen yield 2,850 sophomores; these sophomores yield 2,565 juniors, these juniors yield 2,308 seniors, and these seniors yield 2,193 graduates.

SEM Prospect Funnel


100% Prospects
50% Request Application
10% of Those Apply
75% of Those Deposit
95% of Those Register
80% of Those Become Sophomores
90% of Those Become Juniors
90% of Those Become Seniors
95% of Those Graduate

Yield has significant fiscal implications. For example, using the figures above, changing the percent of freshmen who become sophomores from 80 percent to 90 percent increases enrollment by 274. At $10,000 in tuition fees, this amounts to more than an $8 million increase in net revenue over three years. A key family of SEM strategies needs to focus on yield, from prospects through graduates.

Marketing Strategies

Marketing is the process of putting the right product before the right audience at the right price. Marketing has its roots in product design. In higher education the product design involves curriculum and academic program development.

When a product appeals to a well defined yet not necessarily small segment of the total prospect base, that segment is called a niche. Niches in higher education's prospect base may be based on price, location, ease and convenience of attendance, specific program offerings, industry affiliation, research acumen, sensitivity to discreet populations (women returning to the workforce, professionals undergoing midlife career changes), spiritual affiliations, cultural affiliations, and the reputation of faculty or alumni, or specialized facilities.

Finding prospect groupings with common interests and characteristics is called market segmentation. Many market segments exist within the domain of any institution. Examples of market segments include those based upon quality (high selectivity drawing from a wide pool of applicants), region (wider range of academic ability exhibited by applicants over a narrower geographic distribution), or local demand (high affinity over a small geographic area).

Identifying market segments, describing their characteristics and extrapolating them to buying behavior is a function of market research. Market research can derive strategies by finding segments of the population with a high affinity for niches peculiar to an institution in areas now underserved. Market research can also help the institution uncover new niche opportunities within segments of the population now served. It can help decision makers identify niches and populations and provide insight into price sensitivity, financial aid need and performance, as well as long-term and short-term demand.

Market research is not supplementary to the SEM function but an integral part of its success. It must contain a solid institutional research component but must extend far beyond the domain of the institution. Demographics, lifestyles, purchasing power, buying behavior, competing institutions, commuter behavior, and a host of other research domains can be essential to the success of institutional SEM strategies.

Marketing strategies are also integral to retention. Students recruited by an institution are those it must seek to retain.

Retention Strategies

Retention can be defined as the maintenance of students' satisfactory progress toward their educational objectives until they are attained. Students recruited and admitted to an institution should reasonably expect that the programs, policies, procedures, and interventions necessary for them to successfully complete the programs to which they have been admitted are in place. Research supports the conclusion that efforts to foster student development and promote quality also increase student persistence.

Retention, however, can be approached from a variety of perspectives (that is, from the perspective of the individual institution, the state in which the institution is located, or within the context of national policy). These perspectives bring different causes and outcomes of dropout and retention behavior into focus, whether they are institution-centered or student-centered. Regardless of perspective, the retention process begins long before the individual student enrolls. Recruitment and retention are synergistic and are inexorably linked, one informing the other and setting the stage for improvement and refinement. It is essential from the SEM perspective that recruitment and retention be synchronized.

In order to synchronize recruitment and retention, institutions must focus on both institutional and student enrollment decisions and the factors that influence them. These factors fall into three broad categories:

A Academic

B Administrative/Service

C Student Life

Academic factors can be further divided into the following subcategories:

1 academic climate, that is, the teaching-learning process and faculty-student interaction

2 curriculum and program focus and content

3 academic policy

Administrative/Service factors can be divided into the following subcategories:

1 service climate

2 support systems

3 administrative policy

Finally, Student Life factors can also be divided into the following subcategories:

1 peer relationships

2 participation

3 student development.

Meaningful research must let institutional decision makers know which of these factors influence student decisions, which need attention or enhancement, and which have a positive influence on student retention behavior. Key to altering retention statistics is the ability to identify "at risk" students early enough to permit intervention strategies to work. A modern student information system is a vital strategic weapon here. By monitoring student transcripts on a term-by-term basis and flagging the records of students who exhibit "at risk" symptoms, intervention can occur in time to alter the outcome. A Retention Classification System is extraordinarily helpful in this process.

The Retention Classification System, outlined below, permits the student information system to categorize students according to a set of retention criteria shaped by academic and administrative policy and student performance. A term-by-term report can identify students whose academic records indicate "at risk" symptoms.

I. Persisters
Currently enrolled students.

A Satisfactory Academic Progress:
Defined as sufficient units attempted, units attempted in proper sequence, performance at a satisfactory Grade Point Average (GPA).

B Unsatisfactory Degree Progress:
Defined as insufficient number of units attempted, or units attempted out of sequence.

C Unsatisfactory GPA:
Defined as a GPA falling below a threshold or declining at an unacceptable rate.

II. Graduates
Student has completed a degree objective.

III. Attainers
Student has completed a nondegree objective.

IV. Transfers

A Planned:
Students enrolled in a transfer program.

B Unplanned:
Students enrolled in a degree program who request a transcript be sent to another institution prior to completion.

V. Stop Outs
Students who fail to register or enroll for the next logical term.

VI. Dropouts
Students who voluntarily withdraw.

VII. Dismissals
Students who did not enroll due to institutional action.

A Disenrollment
Financial nonpayment.

B Academic Disqualification
Academic standards are not met.

C Administrative Disqualification
Administrative procedures are not followed.

D Disciplinary Disqualification

Intervention Strategies

Academic underachievement can result from a wide variety of factors; poor academic foundation, poor study skills, poor self-esteem, or personal conflict or crisis. Each requires very different intervention strategies. Triage has emerged as a concept and process to help ensure proper diagnosis and treatment of the symptoms of academic underachievement in students. Triage, as applied to intervention systems, is a bit different from its original battlefield definition. It sets up a central comprehensive diagnostic capability that refers students to the treatment or counseling most appropriate for them.

Intervention strategies wherein the institution takes the initiative are referred to as intrusive. Intrusive intervention usually takes the form of advising or counseling, but it also may involve prescriptive academic skills or tutorial programs. Preemptive intervention strategies such as summer bridge programs, freshmen orientation, and student success courses are very effective in treating retention-related problems before symptoms develop.

A number of retention-related intervention strategies focus not on the student but on faculty and staff. Development programs that focus on cross-cultural sensitivity, diversity of learning styles, cultural comfort, and effective teaching and learning environments are all effective retention initiatives.

Research shows that significant advantages exist to "frontloading" retention and intervention strategies, particularly at such critical times as the transition into college life and the first year of attendance. Financial aid is also a factor in retention and must be mapped against and allocated according to institutional SEM objectives.

The key element to intervention is knowing when and with whom to intervene. This requires a comprehensive information strategy.

Information Strategies

Campus-wide information strategy must tie individual systems and data together in a seamless information system. Data should be captured once at its source and then reside in the system for the benefit of all authorized users. Debates over whose data is better is a sure sign of a fragmented information strategy. There should be one data dictionary for the campus; that means a data element must have one and only one meaning within the system. A digital infrastructure should provide the backbone for information form and functionality.

Technology should be used to provide service directly to students, faculty, and staff. Systems being used nationally to improve service, reduce the rate of increase in variable costs, reallocate positions to the academic core, reduce exposure to liability, and increase the enrollment management potential of the institution are :

- touchtone registration
- electronic mail
- voice mail
- voice information systems
- one card systems
- online advising
- inhouse publishing-on-demand
- executive information systems
- academic bulletin boards
- electronic classrooms
- personalized systems of instruction
- information kiosks

Integration across systems is a must. Linkages among student information, course planning and scheduling, faculty planning and management, and student financial aid should be seamless. Data and information should flow, barrier free, to authorized users and be in usable form to all who need it. Security issues should not be barriers to systems integration.

Access and utilization strategies are essential to maximize information system abilities to achieve and maintain institutional health. Access implies that all individuals who need information have it available when they need it. Utilization implies that the system provides the information in a form clients can use and readily interpret.

"Computerphobia" is both real and treatable. Up to 35 percent of a workforce can seriously underuse technology due to computerphobia. Treatment to eliminate the fear of technology or computer fear can be a barrier to effective use of information systems is highly effective.

Reengineering is the process of redesigning core processes around information system functionality. Since most processes were designed prior to today's technology, the need for redesign is highly probable.

Reengineering

Reengineering is defined as using a modern information system to radically redesign administrative process to dramatically increase productivity and performance. The process of reengineering requires a critical reexamination of all the basic assumptions driving existing work flow and redesigning processes around outcomes instead of tasks. It must be done with a client-driven mentality that puts service first and foremost. In the reengineered environment, client needs and satisfaction help determine the quality, appropriateness, and value of the processes and their supporting systems. The process of reengineering must set new standards of quality and performance.

Reengineering is an institution-wide undertaking that crosses traditional unit boundaries and has significant impact on existing organizational structures and individual job descriptions. Targets for reengineering include processes such as developing paperless grading , bringing on line advising to every faculty member's desk, and implementing a touchtone registration system that eliminates lines at the registration window and reduces the backroom operation by as much as 90 percent. These and other technology-based initiatives such as point of sale systems, one card systems, and integrated administrative information systems make radical changes in service more cost effective and error free, and significantly more satisfying for clients.

Reengineering requires a new partnership between campus technologists and institutionally based clients. The partnership is one where the lines between technologist and client have grown increasingly fuzzy. Keeping pace with changes in technology requires new partnerships between institutions and vendors. Reengineering requires that the campus focus on the future, free of the productivity and technological shortcomings of the past.

Systematically reinventing core campus processes is an ongoing iterative endeavor that represents a long-term commitment to continuous improvement. It requires a focus on technology at all levels of the institution. Within the context of SEM, it provides substantial future functionality, substantial increases in service quality, and significantly more options as institutions face increasing fiscal pressures and demands to increase productivity. Reengineering and SEM are synergistic processes that provide competitive advantages to those who choose to use them.

Critical Success Factors

Leadership

The essence of leadership in SEM involves communicating a sense of importance to the SEM effort, a sense of urgency regarding SEM decisions, and a commitment to developing, implementing and evaluating SEM strategies. A fully implemented, and successful SEM program requires high levels of cooperation, coordination, and teamwork.

Strategic Planning

John Bryson formally defines strategic planning as a disciplined effort to produce fundamental decisions and actions that shape the nature and direction of an organization's activities within legal bounds. The key word in this definition is *decisions*. They must be made in the context of the institution as a whole, and with the advice and consent of those who will be asked to implement them.

Comprehensiveness

SEM is not a process conducted by a unit or division, but a holistic process that involves virtually the entire institution. SEM thrives on the integration of diverse functions, the coordinated planning of diverse units, and the articulation and implementation of strategies that work for the common health of the units through a stable enrollment and resource base.

Key Performance Indicators (KPIs)

SEM is a performance-based management approach to virtually every aspect of an institution's operation and culture. As such, it relies upon a set of metrics called Key Performance Indicators to determine its effectiveness and efficiency. KPIs are numbers that measure recruitment, retention, and operational performance against institution- wide standards. They are also useful in benchmarking SEM strategies and tactics with peer institutions and monitoring longitudinal performance. They are measures that become the focal point of activities, an anchor for trying new approaches, and a framework for building healthy SEM habits.

Research

SEM relies upon a steady flow of intelligence from the field. It is a research strategy that provides strategic information to decision makers on demographics, societal trends, the price sensitivity of student behavior, the enrollment sensitivity to financial aid and so on. Research cannot be permitted to drift, exploring curiosities at will, but must be hard hitting, meaningful, and timely.

Academic Foundation

The academic program and supporting policies that form the heart of any institution must also form the heart of the SEM program. They must not be permitted to become disjointed from the institution's recruitment, retention, and service strategies. The principles of SEM must find their way to the department level. They must be incorporated into departmental planning, review, and management processes.

Academic planning guides much of the core SEM functions. The guidance must be explicit and reflected in the institution's KPIs for SEM.

Information Technology

Effective SEM strategies and tactics cannot be developed or implemented without a state-of-the-art information system. They are necessary to provide competitive levels of service, information flow to decision makers, and the means for integrating diverse functions and reengineering core institutional processes. They must be a top priority whose functions are measured against national standards.

Evaluation

Formative evaluations are used in the development of the SEM program and its components. Cumulative evaluations assess the overall effectiveness of the SEM program. Both are essential to SEM success. Evaluations may take the form of surveys, personnel evaluations, service system evaluations, program evaluations, program reviews or self study and analyses of programmatic strengths and weaknesses, focus groups on service effectiveness, or a biannual survey of student needs and priorities, or faculty needs and priorities.

Dear AACRAO Members,

Datatel is committed to helping our client institutions achieve their enrollment management goals by providing effective strategic enrollment and instructional management information systems. The publishing of this document, in association with AACRAO, is a demonstration of our commitment. Also, we are in the process of reengineering our products and services toward this end. The reengineering process ensures that our clients will always have access to technically superior systems and the strongest and most effective SEM tools in the industry. The principles guiding this effort are to make our systems eaiser to use, to make management information available in an easy to read and easy to understand format, and to bring the full power of automated systems to the task of improving quality and service. **Our quest to improve is continuous.**

Datatel understands the interdependence and integration of the diverse functions necessary to manage enrollments and instructional processes effectively. Because of this, Datatel's products are completely integrated, exploit state-of-the-art technology, and fully use information resources to achieve our clients' enrollment management goals.

We welcome this opportunity to bring these powerful ideas and concepts to AACRAO members and other professionals working in the field. As a part of the educational community, we see this as our obligation. We look forward to working with you, our client constituency, in the future.

H. Russell Griffith
President
Datatel, Inc.

DATATEL, Inc.

Since 1968, Datatel's high-quality computer software and services have been helping institutions streamline operations, enhance revenues, improve student recruitment, and control costs. That's more than a quarter of a century of experience committed to our clients' success. Hundreds of higher education administrators and development professionals across the United States and Canada depend on our products to keep their institutions running smoothly and efficiently.

Datatel set the standard for administrative computing by developing Colleague, the first integrated software for the higher education community. Colleague has grown since 1979 to include four comprehensive integrated systems, Student Records, Financial Management, Human Resources, and Alumni and Development.

At Datatel, we understand the challenges facing education professionals. To keep pace with institutional and industry changes, functional needs, and emerging technologies, institutions need solutions that protect their investment for the future. We believe they should never have to change products. That is why our innovative product development methodology builds in quality at every step of the way. Our software and support programs evolve with our clients' needs..

At Datatel, we know how critical an investment in information management systems is to any organization. Our goal is to be the finest provider of administrative information solutions in higher education.

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American Association of Collegiate Registrars and Admissions Officers

One Dupont Circle, NW, Suite 330
Washington, DC 20036-1171
Telephone: (202) 293-9161
FAX: (202) 872-8857

Datatel, Inc.
4375 Fair Lakes Court
Fairfax, Virginia 22033
Telephone: (703) 968-9000
FAX: (703) 968-4625